

Individual Support Policy



THE BRITISH
SCHOOL
OF TASHKENT

A NORD ANGLIA EDUCATION SCHOOL

Approved by:	Dr Andre Nel, Principal	Date: 10.05.25
Last reviewed on:	7.10.25	
Next review due by:	10.01.26	

ISD POLICY

Aim:

At BST, we aim to be an inclusive school that can cater for the needs of a diverse range of students and provides the best possible care for those students. We aim to empower and support all teaching staff (TLAs and Teachers) to support children with a variety of levels of need in class and offer additional support to work on specific targets to enable them to learn and grow. We aim to make systems smooth and efficient to ensure that the right level of support is accessed by those students that need it.

At BST, children are registered as needing Individualised Support when they have needs that impact their progress and are recognised as falling under the SEND code of practice (2013). We follow the SEND code of practice (2013) and use it to guide our work.

In Tashkent, it is very hard to access quality diagnosis and specialists that work with children, as such our Individualised Support Department works to provide the best possible care and support in school.

Needs we can support in school:

There are a number of needs we can successfully include in school either with in-class support, with more intensive intervention from the ISD department or with the intervention of the ISD department and with the support of a shadow teacher.

These include but are not limited to:

- Dyslexia
- Dyscalculia
- Dysgraphia
- Dyspraxia
- ADHD/ADD
- Global developmental delay
- ASD
- Speech delays

Unfortunately, due to limitations with our facilities and external support we struggle to support children with:

- Profound and multiple learning difficulties
- Those with Level 3 ASD
- Those who are wheelchair users

Role and Responsibilities:

The Individualised Support Department's:

The ISD Department is responsible for:

- Assessing and monitoring pupils with identified or suspected SEND.
- Providing guidance to class and subject teachers on classroom strategies, differentiation, and intervention.
- Coordinating additional support provision, including the creation and review of Individual Education Plans (IEPs) if necessary.
- Liaising with parents, teachers, and external specialists as appropriate.
- Supporting the effective deployment and professional development of shadows (learning support assistants).
- Running interventions with students that require additional intervention, this may be in class or out of class.

ISD Teachers and Learning Support Staff:

- Implement support strategies agreed within IEPs.
- Monitor pupil progress and report to the ISD Coordinator.
- Provide targeted interventions either in class or through small group/individual sessions.
- Maintain communication with classroom teachers to ensure consistent support.

The class teaching team:

- Take primary responsibility for the progress and development of all pupils in their class, including those with SEND.
- Implement classroom strategies recommended by the ISD.
- Monitor and report on pupil progress and concerns to the ISD.
- Participate in the review process of IEPs.
- Liaise with parents to organise in school assessments
- Identify students they believe are in need of support.
- Report on CPOMs any new concerns about a child or changes in a child's performance in class.
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The admission's team role and responsibilities:

- To identify potential children with SEND
- Involve the ISD Coordinator in the admissions process for children with suspected SEND.
- Act on the recommendation of the ISD coordinator
- If there is no diagnosis but suspected neuro-diversities we will offer trial periods for students, and families can pay pro-rata in these selected cases at the recommendation of the ISD coordinator.

Procedure:

Step 1: Teacher Identification

Teacher identifies a concern

- Pupils are added to **Watch-Out List** category on **CPOMS** and a list of identified students is shared and discussed with the ISD coordinator (at the beginning of the year this is on the watch-out list proforma and updates are added to CPOMs).
- Evidence and classroom observations are logged and shared with the ISD team.

Step 2: ISD Observation

- The ISD team conducts an **in-class observation** to assess learning profile and environment.

Step 3: Initial Recommendations:

The ISD team provides **feedback and in-class support strategies** to the teacher.

- Teacher implements strategies with ISD support.
- ISD monitors progress over an agreed period

Step 4: Further Assessment (if needed):

If limited progress or persistent concerns remain:

- The ISD team will conduct a **SNAP assessment**.
- Results shared with teachers and parents.
- Recommendations adjusted as needed.

Step 5: Individual Education Plan (IEP):

If in-depth support is required:

The ISD team drafts an **IEP** outlining targets, strategies, and monitoring methods.

- IEP shared with teacher(s) and parents.
- ISD supports implementation and reviews regularly.

Step 6: Shadow Support (if required)

If 1:1 assistance is needed:

- The ISD team discusses **shadow teacher** option with family.
- Supports recruitment and induction of shadow.
- Provides ongoing supervision and training.

Shadow teachers:

- BST can request that parents hire a shadow teacher. The parents are responsible for recruitment, though the school can provide CV's and recommendations. Ideally,

shadow teachers should have experience with SEND and ABA therapy. The school will onboard new shadows and provide safeguarding training.

Step 7: Review and Ongoing Monitoring

ISD continues to:

- Track progress via CPOMS and IEP reviews.
- Meet with teachers and parents to adjust support.
- Update plans as the pupil's needs evolve.

Signs of SEND:

- Receptive language (listening, reading)
- Language processing (thinking, conceptualizing, integrating)
- Expressive language (talking, spelling, writing)
- Mathematical computations
- Visual, auditory, motor, organizational and/or conceptual skills
- Memory
- Focusing attention, leading to uneven or inconsistent performance
- Behaviour (often immature, impulsive, and egocentric)
- Self-esteem and social skills (including fear of school)
- An inability to produce answers (even when there is a mastery of content)
- Cognitive style (often careless, disorganized, impulsive, off-task)
- Sequencing
- Comprehension (may seem satisfied with peripheral understanding and may misinterpret what constitutes completeness)
- Time management.

Differentiation and Inclusive Learning:

The British School of Tashkent is committed to providing an inclusive learning environment where every student can thrive. We recognize that students with special educational needs have diverse abilities and learning styles. To support their progress, we implement effective differentiation strategies across all classrooms. This means tailoring teaching approaches, resources, and assessment methods to meet individual needs, ensuring equitable access to the curriculum.

Differentiation is not an add-on but an integral part of our teaching practice. It enables all learners to engage meaningfully, build confidence, and achieve their potential alongside their peers. We strive to foster a culture of inclusion where differences are respected and valued, promoting a sense of belonging and high expectations for every student.

By understanding and responding to special educational needs teachers and parents can overcome great barriers in learning. Students with special educational needs often do not develop effective ways to manage different school tasks.

At BST we are committed to raising attainment and maximizing achievement in its broadest sense (including personal and social achievement) through inclusive practices.

Targets

- To increase the percentage of children who, having started their key stage with below average attainment, have by the end of that key stage made progress at above the average national rate.
- To reduce the frequency with which pupils are sent out of lessons.
- To increase the social integration of pupils with SEND, as measured by the amount of time they spend interacting with others in the playground.
- To provide stimulating, challenging, inclusive programs.

Practical Strategies

- **Early Intervention:** nurture groups and group work to develop the social, emotional and behavioural competencies of young children showing early signs of difficulties, particularly where this can be combined with group parenting support.
- **Close collaboration with BST's Support Group:** EAL; Safeguarding and Behaviour counsellors
- **Personalised Learning Plans:** Develop Individual Education Plans (IEPs) tailored to each student's strengths, challenges and goals.
- **Flexible Grouping:** Use small groups or one-on-one support to provide targeted instruction and peer collaboration.
- **Scaffolded instruction:** Breaks tasks into manageable steps with clear instructions and provides prompts and models.
- **Multi-sensory Teaching:** Incorporate visual; auditory and kinesthetic activities to engage in different learning styles.
- **Use of Assistive Technology:** Provide tools like speech-to-text software, audiobooks, or adapted keyboards to support learning.
- **Modified Materials:** Adapt worksheets, reading materials, and assessments to suit students' reading levels or abilities.
- **Clear and Consistent Routines:** Establish predictable classroom routines to reduce anxiety and increase focus.
- **Positive Behaviour support:** Implement reward systems and clear expectations to encourage desired behaviours.
- **Regular Monitoring and Feedback:** Track progress frequently and adjust strategies as needed with input from students, parents, and specialists.
- **Collaborative Teaching:** Encourage co-teaching and collaboration between general and special educators to maximize support.

Monitoring and Evaluation

- The SENCO and another member of the Leadership team- need to undertake planned observations in order to monitor the quality of the provision.
- Take steps to gather data that will help evaluate its impact.
- The evaluation should be about the outcomes and impact of each aspect of the school's provision.

All BST staff are guided by our Safeguarding Policy at all times, a link to which can be found below

[BST Safeguarding and Child Protection Policy \(Updated May 2025\).docx](#)

Appendix 1: Shadow teacher contract:

GUIDELINES AND EXPECTATIONS FOR SHADOW TEACHERS

Information	
Name	
Position	ISD Shadow teacher
Job purpose	To provide appropriate support to identified students with special needs and ensure that they can make progress within the school environment, integrate fully in school activities and access the curriculum in conjunction with specific interventions or programmes and in liaison with respective members of the school community.
Employer	Parents of _____
Attached to	
In school line manager	ISD Co-ordinator
Responsible to	ISD Coordinator Classroom Teachers Primary Phase Leaders Head of Primary School Head of Secondary School Deputy Head of Primary School Deputy Head of Secondary School Whole School Principal

Management	
Accountabilities	Expectations
Work Schedule / Timetable	• Be in school by the time, if not before, the child has arrived at school to allow for proper transition. At the end of the school day, make sure to escort the child to their respective carer before going home.
Meetings	• You may be required to have meetings with: ○ ISD Coordinator and staff ○ Classroom Teachers ○ Head of Primary School ○ Head of Secondary School ○ Deputy Head of Primary School ○ Deputy Head of Secondary School ○ Whole School Principal During normal school hours and may be required to take action on items brought up in that meeting.
Absences / Punctuality	• If a Shadow Teacher is running late, please inform the ISD Co-ordinator and Head and Deputy of Primary or Secondary accordingly. • Please provide information around what time you will be arriving on campus so that the information will be passed on to teachers. • For unplanned absences, Shadow Teachers should notify the: ○ ISD Co-ordinator ○ Phase Leader ○ Head and Deputy of Primary or Secondary ○ Human resources ○ Class teacher before the 7:00 am.

Dress Code

- Must wear their school ID at all times for Safeguarding purposes.
- Adhere to staff dress code found in staff handbook:
- Appearance should be modest, neat and well-groomed.
- Beach clothes, casual clothes including jeans, trainers and flip-flops are not appropriate.
- Females: Please make sure that your neckline is high enough so as not to show cleavage and your hemlines are low enough to be modest in all positions. Shoulders should be covered. No trainers or flip-flops, sensible closed toe shoes for work please.
- Males: Shirts should look fresh and ironed, and trousers neatly pressed. A collared, preferably cotton, shirt and tie are required.

Confidentiality

You agree that all information and matters becoming known to you for the duration of your work in BST will be held in strictest confidence even when you are no longer rendering work within the school. You will likewise be responsible for any disclosures of said information, whether intentionally or negligently.

Compliance with applicable school policies, rules and regulations

You agree to strictly comply with all the school policy, rules, and regulations, and amendments consistent with the provisions of this document.

Liability

Any violation of the terms and conditions of this document will entitle the school to damages as may be provided under applicable laws.

Safeguarding	
Accountabilities	Expectations
Toilets	• ISTs are not allowed to enter student toilets or change-rooms, unless it is stated and agreed upon in the child's IEP with the LS Coordinator, the SLT, and Principal. • Supervise at the door and should the student/s make a mistake in their grooming or activities for daily living (ADL), send them back to change or fix their clothes. • If the Shadow Teacher needs to assist the student, the Duke of Edinburgh toilet must be used.

- For children who need adult support, assigned Shadow Teachers must adhere to the Toileting Policy.
- Parents must sign a consent form allowing the assigned Shadow Teacher to help the supported student with toileting or self-care needs.

Mobile phones

- Phones should NOT be used in presence of students or in school common areas (e.g. playground).
- Phones should be switched off or put to silent mode at all times during school hours.
- Do not take pictures of the supported student unless there are scheduled observations or school presentations.
- Inform the teacher/s if you will be documenting student performance during the lesson.

Interactions with other students

Maintain professional learning relationships and help assist students working with your assigned support pupil (e.g. paired/group work) when necessary.

Photograph and Social Media policy

- Be aware and follow the rules on the Photograph and Social Media Policy of the school, which includes:
 - o Never accept personal friends or follow requests from students. .
 - o The primary focus of the Shadow Teacher's role is to provide support and assistance to the supported student in their academic and personal development. Taking pictures should only be considered when it directly contributes to the student's educational progress or is necessary for administrative purposes.
 - o Before taking any pictures of the supported student, explicit consent must be obtained from both the student (if they have the capacity to provide consent) and their parent or legal guardian. This consent should be documented and kept on file by the school administration and the ISD Coordinator.
 - o Students have a right to privacy and confidentiality. Pictures should never be taken or shared without the express consent of the student and their parent/guardian. Any breach of confidentiality may result in serious consequences, including legal action.
 - o It is strictly prohibited to post pictures of students on any social media platform or share them in group chats with individuals who are not part of the school community. This includes family members, friends, or individuals unrelated

to the student's education. May it be a picture with a description of the student or a posted picture where they have their faces covered with stickers or emojis.

- o Photos of students MUST never be shared on your personal social media accounts (e.g. Facebook, Twitter, Instagram, Snapchat, etc.)
 - ♣ Where possible, use school devices to take photos of school activities.
 - ♣ If you do use your own camera or smartphone, please delete the image from your device as soon as it has been shared with a member of BST staff.
 - ♣ Group photos or photos from the back are the best way to not identify individual students.
 - ♣ Identify students only by their first name (e.g. Jack from Year 8).
 - ♣ Never mention a date or place where an upcoming trip will occur (e.g. our Year 5 students are looking forward to the upcoming trip to Palawan on 4th of May).
 - ♣ Check that the image does not show bad practice or cannot be misunderstood (e.g. students not wearing hats outdoors, students not wearing seat belts or correct safety equipment).

Role	
Accountabilities	Expectations
Supporting the student	• To develop comprehensive knowledge of learning support needs and an in-depth understanding of the specific needs of the student to be supported. To establish a supportive relationship with the student. • To encourage acceptance and inclusion of the supported student. • To help the student learn as effectively as possible in both individual and group situations through, but not limited to, the following: - o Applying appropriate prompts that is geared towards independence - o Assisting in the use of equipment or tools provided - o Assisting in the appropriate provision of exam access arrangements during assessments - o Assisting in the modification of schemes of work/lesson plans for structured support

- o Clarifying and simplifying instructions
- o Developing appropriate resources to support the student
- o Facilitating interaction with peers as necessary to aid student's social development
- o Helping student to concentrate and finish work set
- o Managing student's behaviour in a firm but friendly manner by using encouragement and gentle direction
- o Meeting physical needs (e.g. helping dress up, ADLs) with the goal of independence in mind
- o Mentoring when necessary
- o Motivating and encouraging student as required
- o Nurturing the student's self-advocacy
- o Scaffolding helps in areas of development (e.g. reading, spelling, writing, language, behaviours, etc.)
- To escort the student on educational trips or visits when necessary.
- To keep the student's progress records or daily records consistent between school and home.

Supporting the classroom teacher

- To assist in the development of a suitable programme of support for assigned students with learning needs, including the identification of education, health and care targets and creation and implementation of the Individualised Education Plan (IEP).
- To assist the Learning Support Coordinator in providing the classroom teacher and/or parents with regular feedback about the child.
- To recommend and/or contribute to reviews of the child's progress as appropriate.
- To assist in the filing of documentation, organising and maintaining of resources, and setting up and preparing the classroom and/or school activities for the child.
- To inform teachers of student aims or observation points at the beginning of the lesson (e.g. independent learning, working in groups, etc.)
- To inform teacher/s of where they will be located during the lesson and regularly check in with the teacher/s, if IST is out of the classroom or has to leave the room.
- To regularly check in with the teacher (as necessary) for feedback and student performance updates or concerns.
- To have a clear process for supporting a student out of a lesson/activity, if under distress, to be given one-on-one intervention (e.g. behaviour plan). For each student this will be different, however, it must be clear, consistent and articulated to the class teacher or subject teachers.

Assisting the ISC Coordinator

To assist the ISD Coordinator according to the specific needs of the child to be supported, under the supervision of the ISD Coordinator.

Supporting the school

- To attend relevant in-service training.
- To foster links between home and school where appropriate.
- To assist in the Learning Support Department development plans and their implementation, where appropriate.
- To know and comply with BST policies and procedures.
- To enforce the school management process (see handbook - Behaviour Management policy guidelines) with their supported student and directly communicate this with the teacher.
- To be aware of confidential issues linked to home, student, teacher, or school work and to keep confidences appropriately.
- To undertake other tasks relevant to the duties of an Individual Support Teacher that may be assigned from time to time.

Declarations

Shadow Teacher

I have read and understood the above guidelines and agree to comply with them in full.

Signature

Printed Name

Date

Parent

I have read and understood the above guidelines and agree to comply with them in full.

Signature

Printed Name

Date

ISD Coordinator

I have read and understood the above guidelines and agree to comply with them in full.

Signature

Printed Name

Date

SHADOW TEACHERS

JOB DESCRIPTION AND [GUIDELINES AND EXPECTATIONS FOR SHADOW TEACHERS.docx](#)

Appendix 2: Shadow teacher job description

LOCATION	The British School of Tashkent
JOB PURPOSE	A shadow teacher's main job is supporting the specific child/children he/she is responsible for during lessons, breaks, before and after school, during activities etc. Keeping the child/children safe, focused, and engaged is extremely important.
REPORTS TO	Special Educational Needs Staff, Class Teacher, Deputy Head, Head, SENCO and Parents
DIRECT REPORTS	ISD Staff Class Teacher SENCO
OTHER KEY RELATIONSHIPS	Principal, Deputy Head of Primary/Secondary, Head of Primary/Secondary

Key responsibilities	Performance measurements
The Shadow Teacher will provide individualised support to students with specific educational needs, (diagnosed neuro-diversities). This role involves ensuring the students' health and safety throughout the school day, facilitating their engagement in learning activities, and promoting their social and academic development. • Health and Safety: ○ Take full responsibility for the health and safety of the children from the time they arrive at school until their parents/drivers collect them. ○ Conduct regular checks to ensure their well-being and address any immediate concerns. ○ Report any health and safety concerns to teaching staff immediately. • Support in the Classroom: ○ Collaborate with class teachers to implement differentiated learning strategies tailored to the students' specific educational needs. ○ Assist the students in staying focused during lessons, ensuring they understand and engage with the material as much as possible. ○ Provide individualised support during group activities and encourage positive interactions with their peers. • Speech and Language Development: ○ Work closely with the speech therapists and educators to reinforce speech and language goals within the classroom setting.	• Feedback from class teachers • Feedback from ISD Staff • Feedback from SENCO

- Use appropriate strategies and resources to facilitate communication skills and language development.
- **Behaviour Management:**
 - Implement behaviour management strategies as directed by teachers to promote a positive learning environment.
 - Monitor and document progress, providing feedback to teachers on the students' engagement and behaviour.
- **Communication with Parents:**
 - Maintain open lines of communication with the students' parents with the support from the teaching staff regarding their progress and any concerns that may arise.
 - Participate in meetings with parents and educational professionals to discuss strategies and goals.
- **Professional Development:**
 - Engage in ongoing professional development opportunities related to special educational needs, speech and language support, and inclusive practices.
 - Complete the Nord Anglia Safeguarding Course.

Attributes

- This position requires flexibility to adapt to the needs of the students and the classroom environment.
- The role may involve physical activities, including assisting with mobility and participating in groupwork and games.
- Health and Safety course and police clearance check as for all staff.

Qualifications and experience

- Good communications skills in English.
- Relevant experience working with children with special educational needs, particularly in behaviour and speech and language difficulties.
- Strong understanding of child development and effective teaching strategies.
- Excellent communication and interpersonal skills.
- Ability to work collaboratively with teachers, therapists, and parents.
- Patience, empathy, and a passion for supporting children's learning and development.

Other

- Tea breaks and lunch time to be arranged with class teacher.
- Salary and other benefits are arranged by family, and the school does not get involved in any contractual issues.
- Students with shadow teachers may not attend school without the shadow teacher present.
- Family is responsible for the training of the shadow teacher, regarding ABA therapy if a child is on the spectrum, and if the neuro diversity requires it.
- School lunches for Shadow Teachers must be paid for separately by the family.

Appendix 3: Special Educational Needs Watch Out List

One copy stays in the classroom, and one copy goes to the SENCO

Class Teacher: _____ Year Level: _____

Name of Student	DOB	Special Educational Needs noticed	Details: Date listed on Watch Out list; IEP; SENCO; classroom differentiation sufficient; parents involved

Appendix 4: IEP

BRITISH SCHOOL IN TASHKENT : STUDENT'S I.E.P.

Student's Name
D.O.B.
School
Grade
Date of I.E.P.
Developed by

Class Teacher
Other Teachers

Medical Info.

Long Term Goals (Annual)

1 :
2 :
3 :
4 :

Current Instructional Levels

Reading
Math
Writing
Spelling

Learning Accommodations Required

Classroom

1 :
2 :
3 :
4 :
5 :

Standardised Testing

1 :
2 :
3 :
4 :
5 :

Objectives (Quarterly Targets)	Strategies/Resources	Evaluation/Review Dates
Reading/Spelling 1 : 2 : 3 : 4 :		
Writing and Vocabulary 1 : 2 :		
Phonemic awareness Section 1: (first 10/15 lessons)		
Signature of Parent/Guardian _____ Signature of student, if possible _____ Signature of Teacher _____ Date _____		